5th Grade Pacing Module 5 *with Suggested Modifications* **Key**

Optional Lesson

Extension Lesson

Remedial Lesson



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| Standards | Topic and Objectives | |  |
| **5.MD.3**  **5.MD.4** | A | Concepts of Volume  Launch for volume: [Minecraft Volume Video](http://safeshare.tv/w/jCkNFkWZgC)  Lesson 1: Explore volume by building with and counting unit cubes.  Lesson 2: Find the volume of a right rectangular prism by packing with cubic units and counting.  Lesson 3: Compose and decompose right rectangular prisms using layers. | **Days: 3**  Use as a launch for volume: [Minecraft Volume Video](http://safeshare.tv/w/jCkNFkWZgC) |
| By the end of Topic A, your students should be able to:   * Build volume with unit cubes and count unit cubes to find volume of right rectangular prisms * Identify the different ways to break up a right rectangular prism into layers   SBAC Released Items: 5.MD.3, 5.MD.4 | | | |
| **5.MD.3**  **5.MD.5** | B | Volume and the Operations of Multiplication and Addition  Lesson 4: Use multiplication to calculate volume.  Lesson 5: Use multiplication to connect volume as *packing* with volume as *filling*.  Lesson 6: Find the total volume of solid figures composed of two non-overlapping rectangular prisms.  Lesson 7: Solve word problems involving the volume of rectangular prisms with whole number edge lengths.  Lessons 8–9: Apply concepts and formulas of volume to design a sculpture using rectangular prisms within given parameters.  Use 3 Days for Lessons 8 and 9  1 Day Math Task: [Cari's Aquarium](https://www.illustrativemathematics.org/content-standards/tasks/1308) | **Days: 8**  For **Lessons 8 and 9**, use three days instead of two. This is a very involved project that applies concepts and formulas and volume to design a sculpture. |
| By the end of Topic B, your students should be able to:   * Use multiplication to calculate volume and solve word problems of volume with whole number dimensions   **SBAC Released Items (see next page):** | | | |
| *2 Days for Remediation, Enrichment, Mid-Module Assessment*  **Suggested Task:** [How Many Ways?](https://www.georgiastandards.org/Georgia-Standards/Frameworks/5-Math-Unit-6.pdf)Georgia Math, page 59, uses 5.MD.3-5 | | | |
| **5.NF.4b**  **5.NF.6** | C | Area of Rectangular Figures with Fractional Side Lengths  Lesson 10: Find the area of rectangles with whole-by-mixed and whole-by-fractional number side lengths by tiling, record by drawing, and relate to fraction multiplication.  Lesson 11: Find the area of rectangles with mixed-by-mixed and fraction-by-fraction side lengths by tiling, record by drawing, and relate to fraction multiplication.  Lesson 12: Measure to find the area of rectangles with fractional side lengths.  Lessons 13: Multiply mixed number factors, and relate to the distributive property and the area model.  Lessons 14–15: Solve real world problems involving area of figures with fractional side lengths using visual models and/or equations. | **Days: 6**  For Lessons 14 and 15, choose one question from these lessons to go deeper with as a performance task. |
| By the end of Topic C, your students should be able to:   * Find the area of rectangles with whole number, fractional number, and mixed number sides * Solve real world problems involving area with fractional side lengths * Multiply mixed number factors to find area   **SBAC Released Item for 5.NF.4b and 5.NF.6** | | | |
| **5.G.3**  **5.G.4** | D | Drawing, Analysis, and Classification of Two-Dimensional Shapes  Lesson 16: Draw trapezoids to clarify their attributes, and define trapezoids based on those attributes.  Lesson 17: Draw parallelograms to clarify their attributes, and define parallelograms based on those attributes.  Lesson 18: Draw rectangles and rhombuses to clarify their attributes, and define rectangles and rhombuses based on those attributes.  Lesson 19: Draw kites and squares to clarify their attributes, and define kites and squares based on those attributes.  Lesson 20: Classify two-dimensional figures in a hierarchy based on properties.  Lesson 21: Draw and identify varied two-dimensional figures from given attributes. | **Days: 5**  **Remedial Lesson 21**, it is a “guess my shape” game for further practice classifying.  **Use Lesson 21 sprint in Lesson 20.** |
| By the end of Topic D, your students should be able to:   * Draw, analyze, and classify two-dimensional shapes   **SBAC Released Item for 5.G.3 and 5.G.4:** | | | |
| *3 Days for Re-Assessment, Remediation and Enrichment*  [Module Assessment Word Documents](https://www.engageny.org/resource/grade-5-mathematics-module-5)  **Suggested Tasks*:***[*Toy Box Design*](https://www.georgiastandards.org/Georgia-Standards/Frameworks/5-Math-Unit-6.pdf) *Georgia Math, page 85, 5.MD 3-5* | | | |
| ***Total Instructional Days: 27*** | | | |

Links Used:

Module Assessments: <https://www.engageny.org/resource/grade-5-mathematics-module-5>

“Cari’s Aquarium” Task: <https://www.illustrativemathematics.org/content-standards/tasks/1308>

“How Many Ways?” Task, page 59: <https://www.georgiastandards.org/Georgia-Standards/Frameworks/5-Math-Unit-6.pdf\>

“Toy Box Design” Task, page 85: <https://www.georgiastandards.org/Georgia-Standards/Frameworks/5-Math-Unit-6.pdf>